Bran

Nue

Dae

**Based on the musical by Jimmy Chi**

**Directed by Rachel Perkins**

**A quality year nine production**

**Year nine text study**

**Bran Nue Dae directed by Rachel Perkins**

**Introduction**

Content:

Students will learn how film works to construct meaning and convey culture. They will become familiar with film techniques such as establishing shots, isolating scenes, isolating layers, examining ‘mise en scene’ and film as narrative. Students will also gain an understanding of the traditional aboriginal Australian narratives which have been dominated by themes of invasion, racism and dispossession. They will contrast these with the use of a comedic approach and the musical form to re-define the indigenous experience.

In addition, students will gain an understanding of the importance of overriding others’ expectations and celebrating decision making and individuality. They will look closely at the concept of the ‘questing hero’ and the power of the Australian landscape.

Key Terms:

Courage, adventure, rebellion, sexual awakening, narrative structure, film technique, sound track, growth and environment.

Aims and Objectives:

**Skills –** Students will develop skills in accessing a film’s content, themes and messages. They will focus on identifying and analysing film techniques as well as expanding their understanding of how non-print texts convey meaning. Students will specifically focus on the relationships between indigenous and mainstream Australians and how various cultures co-exist today and in an historical context. They will analyse the role of comedy in main stream entertainment and how messages are conveyed through humour. Students will also become aware of the skills required and the importance of sound and vision as well as how these connect to influence an audience.

**Knowledge and Understanding –**

Students will gain knowledge and develop understanding of the following:

* Aboriginal and non-indigenous Australians’ relationships
* The importance of courage, resilience and commitment
* The power of love and human relationships
* The role of Australian indigenous literature and how such stories shape the world and make meaning
* A detailed knowledge of film techniques, how they manipulate the viewer and raise important questions
* An understanding of genre, purpose and audience specifically related to the genre of film
* A greater knowledge of the power of the Australian landscape and the human connections it fosters
* Understanding of literary devices, cinematography and character development
* Further understanding of the TEEL structure and how text responses convey understanding

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| **Learning Activity** | **Student Product** | **Formative/**  **Summative** |
| ***Introduction to text, explanation of themes and concepts.***  Class discussion of traditional view of aboriginal narrative – invasion, racism and dispossession.  Discuss rebellion, individuality and modern Australia. | * Class generated concept maps based on Australian race relations and stereotypes. * Personal reflection. | **F** |
| ***The importance of culture –*** how are we categorised by our own culture? What is ‘culture’ and how do we define it? The role of cultural norms in our lives. | * Pair/share activity based on definitions of culture. * Sharing of cultural norms.   Venn diagram. | **F** |
| ***View the film as a group.***  Discuss themes, plot, cultural bias and characterisation. | * View the film together as a group. * Directed discussion and expressed opinions. | **F** |
| ***Written notes re: text***  Discussion of film in historical context.  Initial exploration of film techniques and how they create meaning.  Set research task for class folder. | * Research time and internet access. * Preparation of a paired contribution to the class file based on an agreed topic. * Examples: * Early Australian settlement * ‘The Stolen Generation.’ * Indigenous culture in Australia * Current issues facing indigenous Australians * The importance of friendship and family in all cultures * Australians’ connection to their environment | **F** |
| ***Tracking a Character.*** | * A drafted, typed and printed character profile for the class anthology. | **F** |
| ***Study of film techniques.*** | * Annotated list of film techniques with examples. * One page ‘creative’ piece offering an alternative conclusion to the film.   (Possible writing folio piece.) | **S** |
| ***Formal Text Response.***  Re-visit the TEEL structure and ensure students are confident to write in a structured, formal manner.  Provide agreed thematic/character and structurally based  topics.  Set up TEEL planning grid for use when text response is completed under strict exam conditions. | * TEEL plan completed in class and at home. * TEEL text response completed under formal exam conditions. * Assessment using standard rubric. | **S** |
| ***Resources.***   * A copy of the film. * Folder in library with background notes, activities and material. * Associated websites. |  |  |

En.wikipedia.org/wiki/Bran\_Nue\_Dae (film)

[www.abc.net.au/indigenous/stories/s2797071.htm](http://www.abc.net.au/indigenous/stories/s2797071.htm)

[www.sundance.org/filmforward/film/btan-nue-dae/](http://www.sundance.org/filmforward/film/btan-nue-dae/)

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